

Seattle University  
School of Theology and Ministry  
901 12<sup>th</sup> Street, Hunthausen Hall  
Seattle, WA 98122-1090

Winter Quarter 2007

**STMC 571.01—Psychopathology**

Hunthausen Rm. 100  
Wed. 9:00 a.m. to 11:50 a.m.

**Keith A. Brehob, SJ, PhD, LICSW**

Hunthausen Hall 221  
Office Hours: Wednesdays after class or by  
appointment.

**Resources and Texts**

Barlow, David H. and V. Mark Durand. *Abnormal Psychology: An Interactive Approach, 4<sup>th</sup> Ed.* Belmont, CA: Thomson/Wadsworth, 2005.

American Psychiatric Association. *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (DSM-IV-TR)*. Washington, D.C.: Author, 2000.

Ciarrocchi, Joseph. *A Minister's Handbook of Mental Disorders*. New York: Integration Books/Paulist Press, 1993.

Bean, John C. *Student Guide to Editing & Style*. SU Publications, 2004.

SU Angel Website for this course: (logon with your SU email user name and password) <https://angel.seattleu.edu/angel/frameIndex.htm>. You can also access this site by typing "angel" into the search box of SU's homepage.

**Description and Course Goals**

In this course, Pastoral Counselors in training (PCT) are introduced to current and historical theories of psychopathology, diagnostic categories currently used by the DSM-IV-TR, and specialized terminology associated with mental illness in the human person. The readings and academic assignments required for successful completion of this course are designed to systematically expose students, using an integrative holistic approach, to mental health issues using biological, social, psychological, and spiritual methods of understanding, assessment, and treatment. Current categories of mental disorder classification and related treatment strategies are presented in the context of multicultural, spiritual, and theological understandings of the human person and the multiple pastoral roles and multiple counselor tasks needed for professional, clinical pastoral counseling in the modern Church and world.

*The organizing theme of Seattle University's graduate programs in Pastoral Counseling can be summarized by the following mission statement: "Preparing students for high quality work in multiple settings by providing solid theological, psychological, and clinical education/training." To this end, this course is designed to meet the core content, coursework equivalency requirement in the area of "psychopathology/abnormal psychology" of the mental health counselor education and licensing guidelines for Washington State. (WAC 246-809-221, last updated 5/20/05).*

## Requirements

**Attendance:** Class sessions are the primary means by which the instructor and the Pastoral Counselors in training can share the material introduced in the assigned readings and other activities. Therefore, attendance at all sessions of the course is essential. If you know you will need to miss more than one class session during this quarter, please think seriously about taking this core course at a different time.

**Participation:** Directly related to attendance is the importance of active preparation and class participation in all activities and discussions. A theory course of this type requires all students to read and understand assigned materials; learn a complex lexicon of technical terms and definitions; and demonstrate verbally and in writing that the material covered in this course is not only understood but can actively be used in your professional work with clients and colleagues.

**Quizzes:** A 10 pt. quiz will be collected each class session covering the material that was read and reviewed for that class period. The quiz will be made available on Angel no later than 24 hrs. before each class meeting. Each student is required to print a personal copy of the quiz, complete it, and turn it into the instructor at the beginning of each class. If you learn best by discussing complicated issues with a colleague, you can assume the instructor's permission to discuss your understanding of one or more of the quiz questions with another member of the class **after you have read all assigned readings**. This accommodation is made for adult learners and should not be abused (e.g., do not wait until the last minute and copy off of a classmate, do not discuss the quiz with students who have not done the reading; and do not divide the questions so that "you do questions 1 through 5 and I will do questions 6 through 10.")

**Focused Research Project (due on or before March 7<sup>th</sup> at noon):** Within the first three weeks of class, chose a topic of interest related to psychopathology and pastoral counseling that you would like to learn more about. In addition to the assigned readings required for this class, read and or consult an academic text, professional articles, Internet resources, or conduct an in-person interview. After completing your focused research, organize your new learning in one of the following forms: a) a 7 to 10 page academic paper using either APA, MLA, or Chicago-Turabian writing style; b) a professional oral presentation of 10 minutes in class effectively using handouts and/or a PowerPoint presentation followed by 5 minutes of Q & A from other members of the class; or c) some other relevant, observable compilation of your research that would be helpful for your professional education and also acceptable to the instructor. All focused research topics and final formats must be approved by the instructor. In general, no two students should be researching the same topic. Possible topics of research could be a) a particular psychological theory as it relates to psychopathology, b) a particular mental illness, c) a proven form of treatment for one or more mental disorders, or d) a current or historical person who advanced the science and art of clinical counseling and/or pastoral care. In general, my policy is that an academic paper has not been official received by me unless a) you put a hard copy of the paper into my hand, b) you put a hard copy of the paper into my STM mailbox, or c) you receive a confirmation email from me that I have in fact received an electronic copy of your paper as an MS Word attachment.

## **COURSE CALENDAR**

**Week One** (January 3): Introduction to Psychopathology

Readings for Session One

- See “Week One” in our Angel website and print out any handouts or related materials before class. Consult Angel every week for specific assignments.
- Course Syllabus (bring printed copy to class).

**Week Two** (January 10): Integrative Approach to the Study of Psychopathology

**Week Three** (January 17): Schizophrenia and Other Psychotic Disorders

**Week Four** (January 24): Anxiety Disorders

**Week Five** (January 31): Somatic and Dissociative Disorders

**Week Six** (February 7): Mood Disorders and Suicide

**Week Seven** (February 14): Personality Disorders

**Week Eight** (February 21): Developmental and Cognitive Disorders

**Week Nine** (February 28): Sexual Disorders and Substance Dependence

**Week Ten** (March 7): Presentations, Final Topics of Importance, and Course Evaluation

### **Evaluation/Grading**

Grading for the weekly quizzes, participation/attendance, and focused research assignments will be assessed according to Seattle University’s Grading System: A = Superior Performance; B = Good Performance; and C = Minimal Performance for graduate courses. Your final grade will be based on your participation and cumulative growth in achieving the goals and objectives of this course and the STM program in which you are enrolled.

Each requirement for this course will be weighted as follows:

- 30% Mastery of information in the assigned readings demonstrated by active participation, using appropriate technical language, in all course exercises and discussions;
- 30% Weekly Quizzes;
- 40% Focused Research Project (i.e., paper, presentation, etc.)

If you would like the instructor to return your graded research paper and final course grade to you at the end of the quarter, please include with your final assignment a self-addressed stamped envelop. All other papers will be shredded after they are graded and the appropriate course assessment documentation has been received by the registrar.

If you will need special accommodations for a diagnosed learning disability or physical limitation, follow the policies and procedures outlined in your student handbook, obtain the necessary materials from the appropriate university officials, and present the required documentation to the instructor by the second week of class so that appropriate accommodations can be arranged.

## **Bibliography**

- Barlow, David H., Editor. *Clinical Handbook of Psychological Disorders*. 3<sup>rd</sup> Ed. New York: Guilford Press, 2001.
- Ciarrocchi, Joseph W. *A Minister's Handbook of Mental Disorders*. New York: Integration Books, 1993.
- Jongsma, Arthur E., and L. Mark Peterson. *The Complete Adult Psychotherapy Treatment Planner*. 3<sup>rd</sup> Ed. Hoboken, NJ: John Wiley & Sons, 2003.
- Kaplan, Harold I., and Benjamin J. Sadock. *Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry*. 9<sup>th</sup> Ed. Philadelphia: Lippincott Williams & Wilkins, 2002.
- Kok, James R., and Arthur E. Jongsma. *The Pastoral Counseling Treatment Planner*. Hoboken, NJ: John Wiley & Sons, 1998.
- Scharf, Richard S. *Theories of Psychotherapy and Counseling: Concepts and Cases*. 4<sup>th</sup> Ed. Stamford, CT: Brooks/Cole, 2007.
- Thomson PDR Staff. *PDR Drug Guide for Mental Health Professionals*. 2<sup>nd</sup> Ed., Revised, Illustrated. Montvale, NJ: Thomson, 2004.
- Wicks, Robert J., Richard D. Parsons, and Donald Capps, Editors. *Clinical Handbook of Pastoral Counseling, Volume 1*. Expanded Edition. New York: Integration Books, 1985.
- Wicks, Robert J., and Richard D. Parsons, Editors. *Clinical Handbook of Pastoral Counseling, Volume 2*. Expanded Edition. New York: Integration Books, 1993.
- Zuckerman, Edward L. *Clinician's Thesaurus: The Guidebook for Writing Psychological Reports*. 6<sup>th</sup> Ed. New York: Guilford Press, 2005.